Project 2: The Multidisciplinary Colloquium Project

Project 2 is worth 50% of your total course grade. Presented here is an outline of Project 3 components, deliverables, due dates.

Deliverables: Throughout Project 2, you will submit the following:

Project 3 Deliverables	Final Due Dates	Grade Weight
Topic Proposal	Draft 1: September 9th Final Draft: September 16th	5%
10-source Annotated Bibliography*	Final Draft: October 21st	15%
Literature Review	Draft 1: October 28th Final Draft: November 11th	20%
Abstract (Conference Proposal)	Draft 1: November 13th Final Draft: November 20th	10%
PowerPoint Slides, Handout, and Notes	Draft 1: November 18th Draft 2: November 20th & 25th Final Draft: December 2nd & 4th	15%
Bilingual Presentation Descriptions & Reflection	November 20th & 25th	10%
Conference Presentations	December 2nd and December 4th	20%
Final Reflection Essay	December 10th	5%

Project Description:
As graduate students, you will be expected to participate in professional development activities, including the presentation of academic and/or work-related projects to specialist audiences. This project is designed to give you experience preparing for and presenting at a professional conference. In PROV 508, you will prepare to deliver a professional presentation at the end of the semester at the International Graduate Student Multidisciplinary Colloquium to an audience of faculty and administrators from across the university.

Project 2: The Multidisciplinary Colloquium Project is designed to walk you through the process of delivering a rhetorically-appropriate presentation, knowing that this requires a good amount of reading and thinking about principles of audience, context, purpose, discourse/discipline community, conventions of writing and general language usage, etc. First, you will select a topic of interest and write a topic proposal/rationale. Once your topic is accepted, you will spend the next six weeks working independently to compile an annotated bibliography that explores the chosen topic from multiple perspectives. You will receive feedback – language and content – and the expectation is that you will revise your first draft, following the guidelines provided in the feedback. You will then be required to synthesize your research into a Literature Review, creating meaningful relationships among the articles that you selected in order to support an argument.

Once you have a more thorough understanding of your field and your preliminary research interests, you will be looking at the submission guidelines for the International Graduate Student Multidisciplinary Colloquium and writing an abstract, or conference proposal, that appropriately addresses the conference theme and guidelines.

Further, while one goal of the course is to prepare you to deliver an effectively-planned conference presentation for an English-speaking audience, we also want you to explore the possibilities of presenting to and publishing for non-English-speaking groups. Thus, after your proposal has been "accepted," you will need to write two 50-word presentation description– one in English and one in your home language.

Finally, the last stage of Project 2 requires that you construct a PowerPoint presentation, including the actual visual presentation, the written speech (presented in the slide-by-slide Notes of the PowerPoint), and the audience handout(s). You will turn in a draft of these documents and receive feedback on language and content. Your audience for the final presentation will include your classmates, your teachers, and invited faculty from across the disciplines at George Mason.

Deliverables in Detail
Topic Proposal (500 words)
Draft 1: September 9th
Final Draft: September 16th
To begin Project 2, select a topic of interest and write a topic proposal/rationale. All fields, applied or theoretical, publish scholarship that advances the knowledge of the discourse community/community of practice. Because we realize that there is not time to conduct original research about which you could write this proposal, you will instead need to explore/survey the history, evolution, or multiple/critical perspectives of the chosen topic that you are interested in learning more about.

Specifically, using the Craft of Research handout as your guide, write a proposal in which you introduce the topic, explain why you are interested in it, and to preliminarily justify its relevance in the field. Simply, what do you want to learn more about? What perspective (or "lens") do you want to present? What question do you want to answer? Why do you, personally, feel interested in this topic? What prior knowledge do you have about the topic? How could you explain the importance/significance of this topic with respect to the scope of your field to an outsider?

Overall Course Goal: Contributing to and participating in discipline-specific communities of practice through skill-building curriculum with the following themes:
- Exploring the discipline
- Positioning the writer
- Situating the topic
- Strengthening genre awareness
- Improving strategies for language usage
- Improving strategies for revision/editing

Skill-building assessment measures:

	Emerging Skill	Developing Skill	Capable Skill
Exploring the discipline: identify specific area of interest within the field			
Positioning the writer: explicitly identify a research perspective/angle			
Positioning the writer: reflect on personal investment in a given topic			
Exploring the discipline & situating the topic: locate area of interest within the scope of the field			
Improving strategies for language usage during production: monitoring language usage			
Improving strategies for language revision/editing: self-editing based on feedback			

10-source Annotated Bibliography DUE October 21st
Now that you have identified your area of interest, research question, and perspective, you will begin collecting ten relevant academic sources that address your question. The purpose of this portion of the project is to guide your process in preparation for a Literature Review, which you will include in your final conference presentation. To get started, we will assign each of you one academic journal in your field from which you will need to locate five sources. From the list of references from each of those five sources, you will need to identify another source of interest from another academic journal. Here is a visual to help you understand the requirements for the search process.

Let's say, you are pursuing an MBA. We would probably assign you to locate five academic articles from the *Harvard Business Review:*

Academic article 1 = Harvard Business Review →view list of references and locate academic article 2
Academic article 3 = Harvard Business Review →view list of references and locate academic article 4
Academic article 5 = Harvard Business Review →view list of references and locate academic article 6
Academic article 7 = Harvard Business Review →view list of references and locate academic article 8
Academic article 9 = Harvard Business Review →view list of references and locate academic article 10

Over the six weeks of the Annotated Bibliography project, you will need to use your time management skills in order to complete the project efficiently and on time. This will be an independent task.

Each annotated bibliography entry needs to follow a specific format presented in the Annotated Bibliography Form.

In order to guide you in this independent project, you will receive feedback – language and content – on two of the ten annotated bibliography entries during the sixth week of the semester. The expectation is that you will revise these entries and construct the remaining entries, following the guidelines provided in the feedback.

Project 2: The Multidisciplinary Colloquium Project

You must submit 10 completed Annotated Bibliography forms and hard copies of your annotated articles. All evidence taken from texts/sources must be cited according to your field's citation guidelines. NOTE: We must receive each of your ten, printed, annotated articles that you have included in the annotated bibliography project. Of these ten annotations, we will grade a randomly-selected three, and this element will be included in the grading rubric for this assignment.

Overall Course Goal: Evaluating conventions of writing in the disciplines; incorporating secondary source material appropriately through skill-building curriculum with the following themes:

- Strengthening research
- Managing a research project
- Summarizing sources
- Engaging sources
- Strengthening genre awareness
- Improving strategies for language usage
- Improving strategies for revision/editing

Skill-building Assessment Measures:

	Emerging Skill	Developing Skill	Capable Skill
Conducting research: Locates ten relevant sources			
Engaging research: includes thoughtful marginal annotations on ten sources			
Strengthening genre awareness: crafts an annotated bibliography in preparation for an embedded literature review (i.e. final conference presentation)			
Engaging research: accurately identifies the authors' "projects" or purposes of the source			
Engaging research: authors' scholarly questions are accurately identified			
Engaging research: thoughtfully reflects on the relevance of the source to your research question			
Engaging research: The descriptive analysis of the type of sources engaged by the authors of the article reflect a nuanced understanding of the articles' intertextuality (drawing on Harris' key concepts of *forwarding* or *countering*)			
Improving strategies for language usage during production: monitors language usage			
Improving strategies for language revision/editing: self-edits based on feedback			

*Ideally, we would prefer that you find two non-U.S. journal articles to include in your annotated bibliography. We recognize the complexity of this task, and we will conference with you individually about your progress in this regard.

Literature Review (1500 words)
Draft 1 due October 28th
Draft 2 due November 11th

After you've selected ten sources about your topic of interest, summarized them and reflected on their relationship to one another, you will be required to synthesize your findings from all 10 sources into a 1500-word review of the literature. For professionals, a review of the literature serves as a report that keeps them updated about current trends and developments in their field. For scholars, writing a literature review helps give them a comprehensive sense of how other academics are thinking about a similar or related research question and where their ideas fit into the larger research landscape.

Your review will discuss the published information about your specific topic by focusing on a particular issue, the evolution or progression of the research on that topic, a certain time period, a major debate, and/or the gaps in the scholarship thus far. You will summarize and synthesize your ten sources without making new contributions, but you must either provide a new interpretation of already published materials or combine new interpretations with existing ones.

Your literature review should follow an organizational pattern that employs the moves described in Joseph Harris' *Rewriting* (*coming to terms, forwarding, countering, taking an approach*). For your annotated bibliography, you summarized the important information and findings from 10 sources, but for your literature review you will synthesize this information and re-organize it to highlight interesting observations, interpretations, gaps. Put the sources in conversation with each other in service of your own *project* and your own *approach.*

Overall Course Goal: Contributing to and participating in discipline-specific communities of practice through skill-building curriculum with the following themes:
- Exploring the discipline
- Positioning the writer
- Situating the topic
- Engaging research
- Developing argument
- Strengthening genre awareness
- Improving strategies for language usage
- Improving strategies for revision/editing

	Emerging Skill	Developing Skill	Capable Skill
Exploring the discipline & situating the topic: accurately represents the evolution of the topic within the scope of the field			
Engaging research: accurately and thoughtfully summarizes all ten sources			
Positioning the writer: reflects the writer's angle and interpretation of the reviewed scholarship			
Strengthening genre awareness: reflects a clear understanding of the purpose, content and delivery of a Literature Review			
Engaging research: accurately synthesizes the research			
Engaging research: develops insightful connections among scholars and scholarship			
Developing argument: successfully addresses research question			
Improving strategies for language usage during production: monitors language usage			
Improving strategies for language revision/editing: self-edits based on feedback			

Abstract
Draft 1 due November 13th
Draft 2 due November 20th
Now that you have done the preparatory work to contextualize your research on your topic of interest, you need to write an effective conference proposal. You should look at the submission guidelines for the conference and write an abstract that appropriately addresses these guidelines and trends. All evidence taken from texts/sources must be cited according to your field's citation guidelines.

Overall Course Goal: Contributing to and participating in discipline-specific communities of practice; analyzing and adapting to the rhetorical needs of a particular project; incorporating secondary source material appropriately; choosing appropriate genres and/or target publications through skill-building curriculum with the following themes:
- Developing rhetorical awareness
- Transferring knowledge about language of the discipline
- Organizing argument
- Developing argument
- Strengthening genre awareness
- Improving strategies for language usage
- Improving strategies for revision/editing

	Emerging Skill	Developing Skill	Capable Skill
Developing rhetorical awareness: repurposes annotated bibliography for abstract/conference proposal			
Transferring knowledge about language of the discipline: uses discipline-specific jargon and incorporates discipline-specific linguistic features			
Organizing argument & developing argument: successfully situates one's research within a larger body of scholarship discussed in the annotated bibliography			
Strengthening genre awareness & developing argument: constructs an effective abstract/conference proposal in response to theme and guidelines of CFP			
Improving strategies for language usage during production: monitors language usage			
Improving strategies for language revision/editing: self-edits based on feedback			

Conference Presentation – Conference PowerPoint Presentation, Presentation Notes, & Presentation Handout(s)
- PowerPoint Slides, Handout, and Notes Draft 1: November 18th
- **Draft 2 due November 20th or 25th (during individual conferences)**

You now need to repurpose your research for a 20-minute conference presentation (PowerPoint, notes, and handout). The purpose of this assignment is to guide you through the process of constructing an effective academic presentation in which you present a claim as a contributing member of a professional organization.

Conference PowerPoint Presentation
You will each deliver a formal, academic, 15-minute presentation to your classmates, your teachers, and invited faculty from across the disciplines at George Mason during the last week of the course. The PowerPoint must be between 12-15 slides total, with a clear three-tiered organizational structure, embedded graphics and/or video/audio, a reference slide, and an overall professional style that reflects strong audience awareness. In addition, you will be expected to prepare to deliver a clear oral presentation that is intelligible and accessible to your audience.

NOTE: You will be delivering a 5-7 minute mock presentation on a segment of your speech in the weeks leading up to the final presentation.

Presentation Notes
In addition to preparing a formal, 15-minute presentation, you will need to turn in a copy of your presentation notes in the PowerPoint Notes feature. In other words, what do you plan to talk about during the time that each slide is displayed? What information do you want to remember to introduce/explain? How will you transition

between slides? Note: The purpose of this portion of the assignment is to provide you with feedback on content, grammar, and oral presentation features. The notes that you submit should be nearly word-for-word in order to ensure the best possible feedback. A draft of the presentation notes is due on 4/9 when you submit completed Draft 1 of the conference presentation.

Handout
Finally, in addition to the PowerPoint and notes, you need to submit a presentation handout that you plan to distribute at the conference presentation. The handout must be 1-2 pages (double-sided if two pages), and should include references. A draft of the handout is due on ---when you submit completed Draft 1 of the conference presentation.

Overall Course Goal: Contributing to and participating in discipline-specific communities of practice; analyzing and adapting to the rhetorical needs of a particular project; and incorporating secondary source material appropriately through skill-building curriculum with the following themes:
- Developing rhetorical awareness
- Engaging the international and national discourse community
- Transferring knowledge about language of the discipline
- Summarizing argument
- Strengthening genre awareness
- Engaging research
- Improving strategies for language usage
- Improving strategies for revision/editing

	Emerging Skill	Developing Skill	Capable Skill
Developing rhetorical awareness: builds conference presentation that situates the research topic within the broader field and organization			
Engaging the international and national discourse community: successfully integrates all sources from annotated bibliography in conference presentation			
Transferring knowledge about language of the discipline: uses discipline-specific jargon and incorporates discipline-specific linguistic features in PowerPoint slides, notes, handout, and oral presentation			
Summarizing argument: concisely explains presentation topic in both oral and written registers			
Engaging research: effectively incorporates in-text and end-of-text references to others' work in the field in the PowerPoint slides and handout			
Developing argument: effectively develops and supports a claim *by coming to terms, forwarding countering* and/or *taking* an approach			

Strengthening genre awareness: constructs effective written/oral PowerPoint presentation & constructs effective presentation handout that address the expectations outlined above			
Language usage during production: monitors oral/written language usage			
Language revision/editing: self-edits based on feedback			

Bilingual Presentation Descriptions & Reflection (300 words)
Due November 20th or 25th (during individual conferences)

Now that your proposal has been accepted, you need to write a 50-word presentation description in English that will appear in the conference program. In addition, you will need to write a 50-word presentation description in your home language and, finally, a short reflection (250words) comparing the linguistic and rhetorical choices made while constructing each. As stated elsewhere, while one goal of the course is to prepare you to deliver an effectively-planned conference presentation for an English-speaking audience, we also want you to explore the possibilities of presenting to and publishing for non-English-speaking groups.
When writing the brief reflection, consider the following questions:
- In what ways does the shift in audience affect the choices you make as a writer overall?
- How different are the two presentation descriptions you have written? Point to specific features of the text – language, content, structure, etc. – that reflect meaningful differences and draw thoughtful conclusions as to why these differences are important/significant. (In other words, why would (or would not) a direct translation of one text work in another context?)

Overall Course Goal: Choosing appropriate genres and/or appropriate target publications and contributing to and participating in discipline-specific communities of practice through skill-building curriculum with the following themes:
- Developing rhetorical awareness
- Engaging the international and national discourse community
- Transferring knowledge about language of the discipline
- Summarizing argument
- Strengthening genre awareness
- Improving strategies for language usage
- Improving strategies for revision/editing

	Emerging Skill	Developing Skill	Capable Skill
Developing rhetorical awareness: repurposes abstract for the presentation description & reflects on rhetorical/linguistic choices in bilingual presentation description			
Engaging the international and national discourse community: constructs bilingual presentation descriptions and reflects on differing/similar needs of the two discourse communities			

Transferring knowledge about language of the discipline: uses discipline-specific jargon and incorporate discipline-specific linguistic features			
Summarizing argument: concisely explains presentation topic			
Language usage during production: monitors language usage			
Language revision/editing: self-edits based on feedback			

Final Reflection Essay   DUE December 10th

The Final Reflection Essay is your opportunity to think about and process your experience with Project 3. Consider the following questions; you don't have to answer them all or in this particular order. Think carefully about the composition and organization of ideas for this essay.

- What was the most challenging part of this project? Why?
- What surprised you about your performance throughout the project? Why?
- What's your proudest contribution? Why?
- What do you wish you would have had more time to focus on? Why?
- What was the most interesting discovery? Explain.
- In what ways do you plan to apply what you learned from this project (in terms of process and content) to your work beyond this class? Explain your reasoning.